



NEWSLETTER

December 1992
Vol. 18, No. 3

FACULTY & STAFF ASSOCIATION
UNIVERSITY COLLEGE OF THE FRASER VALLEY
33844 King Road, R.R. #2, Abbotsford, B.C. V2S 4N2
Telephone: (604) 854-4530 Fax: (604) 853-9540

IN THIS ISSUE

From the Editor	Page 2
In Memory of Doug McDowell	3
Doug McDowell Memorial Endowment Fund	4
President's Report	5
Governance Report	5
Professional Development Report	8
C-IEA Survey of Non-Regular Faculty: Preliminary Report	10
Report on C-IEA Human Rights Committee Meeting	11
Meet the Executive	12
The Canadian Jobs Strategy: Privatizing our College System	16
The Senator Stan Waters Memorial Prize	20

The FSA Newsletter is produced by the University-College of the Fraser Valley Faculty and Staff Association.

Editor: Paul Herman

Secretarial Support: Fenella Sobchuk

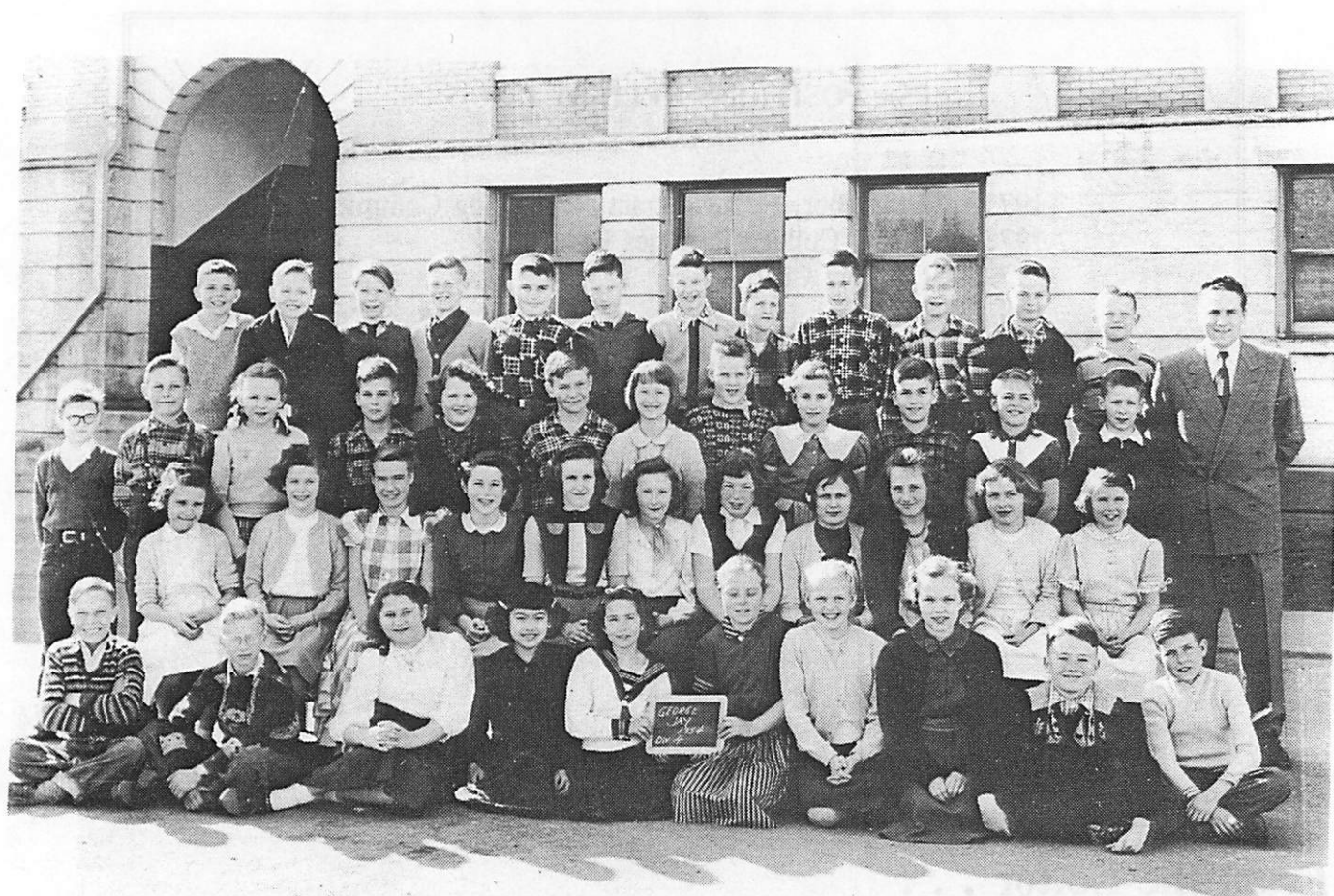
Printed by Rachelle Trudeau, UCFV Printer Services

Contributions and ideas are welcomed from all FSA members. For more information or comments about the FSA Newsletter, contact the FSA Office, local 4530.

UCFV Faculty and Staff Association, 33844 King Road, R.R.#2, Abbotsford, B.C., V2S 4N2, 853-7441.

FSA NEWSLETTER

December 1992



George Day Elementary School, Victoria
1954

Top Row

Doug McDowell - 6th from left
Jack Gaston - 9th from left
Bruce Crawford - 10th from left

2nd Row

Doug Wylie - 3rd from right

1st Row

Malcolm Harvey - 2nd from right*

(* donated the original photo)

FSA POSITIONS HELD BY DOUG

1975 - 77 Member, First Contract Negotiating Committee
1978/79 Chair, College Faculties Federation
1979/81 Contract Chair
1981/83 President
1983/85 Past President
1985 Shop Steward for Science Area

From the Editor . . .

This will be a difficult holiday season for many of us at UCFV. We all know what the holiday season should be like. But there will be this voice constantly hovering within the range of our consciousness if we pause in some quiet moment to think too long: 'Doug McDowell is dead.'

There have been many fine tributes to Doug in the last few weeks. I do not propose to add mine. But we have printed Kevin Busswood's words from the Abbotsford

meeting. It speaks well to Doug's role at UCFV and in the FSA.

And, for me, it captures much of what it was like for many of us who worked with--and sometimes over, 'round, and through--Doug.

When we start naming things around here, I hope we remember Doug.

Have a good holiday.

Paul Herman

In Memory of Doug McDowell . . .

"This has been a difficult week. Many of us have been unable to accept that Doug is no longer here. He has been such forceful presence since the beginning of the College that I cannot imagine the place without him. His voice and his laughter are as much a part of the landscape around here as the colours of our pink palace.

Doug's death has led me to reflect on some basic truths--basic and easily understood, but frequently forgotten in the rush of everyday. This college is about the people who work and study here. Our sense of the climate or culture of the place is made up of all of us doing what we do. As with any group, however, we are influenced, moved, led, by certain personalities more than others. Doug was a force in this institution.

Looking around UCFV today, we tend to take for granted many things that were hard won. It is easy to forget that many of the things we value about this place--the cooperative mood, all those things enabled by our collective agreement--these things were not simply installed like furniture or equipment. The culture, the mood, here was created as often by people arguing and struggling over how to achieve goals, as by people simply sharing a vision.

Doug always had a vision of what this place was about, and he was not shy about putting it forward. Whether in his department, or on college committees, or as a frequent member of the union executive, he believed that we are better off with a consensus born of contending ideas and negotiation. He could

wear you down with argument and question and challenge. He was combative, yet compassionate--once you got past the sharp edges you came to a soft centre.

Certainly the contradictions in the man have occupied me this week. I find myself again and again replaying the tape of memory, regretting opportunities lost and wishing that we had the lunch or the dinner that we kept throwing at each other, as we rushed past one another in the hall-- mostly out of sync these past two years.

God, no one could make me mad like McDowell. He knew where to put the needle. He was so damn bright. I always tried to deflect the needle--personnel directors and principals are much more appropriate targets. Our strengths and weaknesses complemented each other, I suppose, and we frequently sought each other out because we knew we would find in each other a compensating view or perspective. It's funny and sad to realize suddenly that I must have annoyed him as much as he annoyed me sometimes.

Despite our contrasts, we enjoyed music and gadgets and humour in common. Whatever time passed between our visits, we picked up where we left off, never thinking that there would not be another occasion. There's part of the tragedy. We rush around this place so much; we're so busy; yet we acknowledge that among colleagues and functions, there are friends. But we have so little time for friends. Doug mattered to this place and to us. I'm angry that he's been taken--that his death occupied such a tiny instant yet we

could not take it back, make it not happen. We're not prepared to have the landscape of this place change so dramatically.

Whatever our sense of loss, it does not compare to the loss felt by those who shared his life more intimately. Give thought to Susan and Lesley and the children. God

willing, they will carry on. Let us shoulder some responsibility for helping them keep Doug's memory alive. We can do that, I think, by ensuring that his place is not simply filled in. Let us shoulder some of his commitment to teaching and participation".

Kevin Busswood

The Doug McDowell Memorial Endowment Fund . . .

In a previously published (Nov. 25, 1992) tribute to Doug McDowell, UCFV Math instructor who died suddenly at his home last November 15, it was stated that an endowment fund was to be set up in Doug's memory.

Associate Dean of Planning and Development, Tim Segger, has confirmed the establishment of the Doug McDowell Memorial Scholarship Fund, an endowment fund which will provide, in perpetuity, an annual scholarship in Doug's name to be awarded to a UCFV Mathematics student.

"It looks as if we will be able to award at least \$500 per year", says Segger.

"The response from UCFV faculty and staff has really been over-whelming, a real testament to the high regard in which Doug was held by those who worked with him."

To date, a total of 35 donations have been received by the development office, totalling over \$3,500.

"With these endowment funds eligible for matching by the Ministry, we are hoping to double the total principal amount of the fund."

For those wishing to add their contribution to the Doug McDowell Scholarship Fund, cheques made out to Fraser Valley College, may be forwarded to Tim Segger at UCFV's Development Office located on the Abbotsford Campus. Please make a notation on the cheque indicating it is for the Doug McDowell Scholarship Fund.

Anyone with questions about the fund can contact Tim Segger directly at local 4541.

President's Report . . .

Have a happy, peaceful holiday! I'll write up the latest news in January, when papers and exams are not filling my time. In the meantime, here's a few "headlines":

- UCFV Board, Management and FSA met with Judith Korbin, and have been invited to give a joint presentation to the Korbin Commission Conference in February;
- no budget news yet;
- Mission facility will have three employers and six unions on site--meetings began in January to sort out labour relations issues;
- "soft money" is becoming a major issue as our funding base shifts--we need to figure out

how to respond. A study group on the issue will begin work in January. Contact me if you are interested;

- the Committee on the Mandate of the UC's has finished its work. We'll publish the result after I get a final version of the proposed legislation;
- the committee on Governance meets on, absorbing a great deal of Virginia's time and energy. Her report follows.

See you in the New Year!

Cheryl Dahl

Report on Governance . . .

How on earth am I going to do this . . . condense about eighteen hours of meetings, two conference calls, and maybe two large binders worth of material into a readable report for the newsletter? How can I convince you that this is important, when not one person came forward for the UCAC subcommittee on governance? Further, how can I do this when your minds--and mine--are on overload from marking papers and exams, trying to juggle Christmas with planning for next term, and somehow planning the exponential growth of this institution? Now that we all know this is an impossible proposition, I'll just write . . .

The provincial government has appointed a committee of representatives from the college system to advise it on re-writing the Colleges and Institutes Act with respect to Governance in community colleges and institutes. (You

already know, I think, that the government has determined that University Colleges will be included within the Colleges and Institutes Act rather than within the Universities Act.) The committee consists of four college board members, four college presidents, three ministry representatives, four students (who rarely attend), four faculty (nominated by CIEA) and one further CIEA representative, and one representative each from BCIT and OLA. I am one of the faculty, along with Pam Burry from Douglas, John Harling from Okanagan, Nancy Randall from Malaspina, and Rob Huxtable from CIEA. Despite the lobbying efforts of Cheryl Dahl and subsequently of CIEA, the government chose not to appoint a support staff representative to this committee.

In short, this committee is examining the appointment and composition of college

boards, the role and composition of "academic councils" (the equivalent to our UCAC), the role and power of the Minister of Education with respect to college governance, and the processes of educational decision-making which go on in the college system. The recommendations of this committee, if acted on in the government's spring legislation package, will have an impact on every college.

The committee's work is tedious, overloaded as we are with documents about various forms of governance in institutions from British Columbia to England, and hampered by a Chair who makes long lists on the black(white)board, and distracts the members from more meaty and possibly controversial discussions. We have, however, more or less agreed on a list of "principles" concerning governance.

Models of governance which might embody those principles are more problematic. Before further discussion, I should outline one of the problems. The current legislation designates College Boards and, in addition, a Program Advisory Committee within each institution. The trouble is that different colleges in the province handle the role of this committee (which is rather like our combined UCAC and PAC) with marked inconsistency. In some colleges, like ours, this body reports directly to the College Board. In others, it reports to the President. In others, it is completely ignored. In one, it was disbanded when it got "uppity." Since there are currently no college employees or students on College Boards, some college administrations and boards are free to ignore or discount the advice of those most directly affected by educational decisions: the students and the employees of the institutions. So there is general agreement that new

legislation needs to empower the bodies (which are referred to as "academic councils" in order to differentiate them from "senates" or current program advisory groups). The question is, how? And what relationship should these groups have with the College Boards?

So far on the committee, three "presentations" of possible models of governance have been made. One was from AECBC, the "official" organization of college boards and CEO's. This document was drafted by our own Dr. Jones, changed and hammered out over several meetings of the group, and made a bit more "conservative" with each hammering. It calls for college boards to be appointed, but through an open and representative process. It also aims for *required* consultation with academic councils, who would report directly to the college boards. Boards have the final say on all matters of governance, and there are no employees or students on these boards (this being considered conflict of interest).

The second presentation was from CIEA--that is, the faculty representatives took the various policies on governance passed at various Annual General Meetings over the past several years, and pieced together a model implied in those policies. In a way, we were obliged to proceed as we did because the policies, though never intended to fit neatly together into a model, were nevertheless reached democratically with wide faculty representation from the system. This model is more university-like. It calls for representation from employees and students on college boards, which would be elected rather than appointed. In addition, it puts forward an academic council comprised of faculty, administrators, students, and community members (from the college

board), but, in the majority, of faculty. This group would be responsible for "educational" decisions (as opposed, say, to financial or general policy), and these decision would not be subject to the approval of the College Board. The proposed council is not nearly as cumbersome in size as a university senate, but the resemblance is clear.

In addition, the "CIEA model" makes a case for administrators at the dean level (which in our institution is complicated in that we don't have vice-presidents "above" the deans) being elected from faculty, and serving terms, rather than having "perpetual appointments." There is increasing unrest at some colleges with large numbers of "managers" who are not accountable to the faculty and staff they "manage," and who do not come from within teaching ranks.

The third presentation came from a representative of the Canadian Federation of Students, whose proposal was much like that of CIEA, only much more senate-like, and with little attention given to the "community" in community colleges. This was understandable, since the strongest voice in CFS is from the university students. There was also a model presented from BCIT, but since they really don't want to be included within the legislation (wishing instead to preserve their own Act), I won't summarize it except to say that it pretty much resembled that of AECBC.

Now, I've oversimplified all these models outrageously, but I can make copies of any of this stuff available to anyone who shows a burning interest. And besides, I've already lapsed into what I accuse my students of: resorting to narrative rather than analysis.

What this boils down to are some crucial

questions. Should College Boards be elected or appointed? (No guarantees the government is going to listen to us on this one anyway.) What kinds of decisions are "educational decisions," and is it artificial to try to distinguish these from other sorts of decision made within educational institutions? How does one balance the roles of various players in educational decisions? Should the "community" have the final say in Community Colleges? How and to what extent should educational decisions be made by those responsible for delivering the education? Should the legislation limit the powers of the Minister in intervening in decisions reached within an institution?

This provincial committee is charged with trying to reach consensus, and certainly the government is more likely to take seriously the recommendations reached by consensus. But I see an impasse ahead. Board and administrative representatives feel quite strongly that all final decisions should be up to the College Boards, made up in the majority of members of the regional communities of the colleges. So, in the last analysis, the role of academic councils would still be, in the main, advisory. Other faculty seem determined to set up a body to make educational decisions (for example, on new programs, library resources, etc.) whose powers would be equal to those of the college boards, and who could not be overridden. I say "other faculty" because I waver a bit on this, partly because of my experience at our own institution, where the role of UCAC is in nomenclature advisory, but in fact is to make decisions which are followed by the Board. And I'm not yet sure how "educational decisions" are to be separated out from all the other decisions in an institution. And, if there are two bodies who have "final say," 1) will faculty, staff, and

students get seriously involved in these committees and decisions? and 2) how will we avoid the very slow and sometimes inflexible decisions made by university senates?

One compromise proposed at the last meeting was to outline certain kinds of decisions which an academic council would have jurisdiction over, and which could not be passed without the approval of both bodies. So right now, various folks are working on this task. I'm responsible for a subcommittee of four who are refining the "principles" of governance for group approval.

Since I'm running out of steam and you're no doubt running out of patience, let me appeal to all members of the college community to give me some feedback on these issues. How do we balance the enfranchisement of the members of our regional community with the enfranchisement of college employees and students? What kind of body do you envision for UCAC? If faculty and staff felt that this body had more decision-making powers,

would they become more involved? How important is it that you be represented on College Boards? How much responsibility do you *want*?

One notable irony. Just when boards, administrators, faculty and staff are on the verge of gaining more autonomy for decision-making within individual colleges, they are about to hand over significant areas of decision-making to provincial bodies in centralized bargaining! I see these moves as essentially contradictory.

One final comment. At a time when I need to be marking and planning for next semester, this committee is eating up an inordinant amount of time. I can be convinced that this time has been well spent if you seem to care. Some of the decisions will be made through legislation; others will result from the strategic planning currently taking place within UCFV. But they will directly, and profoundly, affect us.

Virginia Cooke

Professional Development Report . . .

As your P.D. Chair, I attended the province-wide C-IEA Professional Development Committee meeting that took place Friday evening and all day Saturday, October 23rd and 24th, in Vancouver. One of the items we discussed was C-IEA's objective to obtain standardized PD provisions (time and money) for all the colleges and institutes. At the moment some have virtually no funding--and what little there is, is controlled by the administration--nor do they have guaranteed PD time or leave provisions. Others such as

UCFV, have bargained for PD time and money to be considered as part of salary and working conditions, rather than a higher lift in take home pay. As a result, our PD provisions are, in comparison, very good and rank among the better ones.

At the moment the Coordinated Bargaining Council locals are seeking a professional development fund equivalent to a minimum of 5% of the total bargaining unit salary budget. That sounds magnanimous when compared to

our 1.6% of total salary budget plus the college's contribution to the newly established Ed Leave fund.

However, I'd like to sound a note of caution. The Coordinated Bargaining Council has not considered in their calculations the cost of time, and there is nothing to prevent the college administrators, or the Ministry, from doing so. If pushed by this demand for a 5% fund, they may well counter that the time allotted for professional development amounts, in terms of salary paid for those days, to well over 5% already. Arithmetic is not my strong point, but I believe it is something like 8%.

Basically, I fear that we may well lose, through Coordinated Bargaining, some of what previous FSA bargainers worked hard to

obtain, and to which the membership agreed, as a necessary component to maintain our competency.

UCFV is not part of the Coordinated Bargaining Council, and we have a valid contract. However, the coordinated bargaining presently taking place will be setting the stage (and tone) for the centralized bargaining that the Ministry is presently considering imposing upon all of the colleges. Furthermore, the Ministry is already on record as stating that faculty and staff already have too much PD time and money which we are using inefficiently.

On that cheery note, I'll end this report with the promise that I'll have a more varied and upbeat report in the next newsletter.

Germaine Baril



C-IEA Survey of Non-Regular Faculty: A Preliminary Report . . .

Preliminary results of the C-IEA province-wide survey of non-regular faculty are finally available, and they confirm what we've always thought: most non-regular faculty are neither young sprouts just starting out on a career nor casual employees teaching "one course on the side" while they pursue active careers elsewhere.

The survey was done last spring. Of the 112 non-regular faculty surveyed, 59 responded. "Non-regular faculty" at UCFV includes anyone not on a Type B contract; they are Type C's, regular part-timers, sessionals, and CE instructors. Most of the respondents were academic faculty, so the concerns of vocational faculty, CE instructors and non-instructional faculty are under-represented.

The respondents range in age from their 20's to their 60's. 46% are in their 30's, and 35% in their 40's. There are more women than men in these insecure jobs; 67% of non-regular employees are female (50% of regular faculty are female). The gender inequity varies from college to college; of the 12 colleges for which data is available, UCFV was second only to Douglas College (69% female); other colleges had 50-62% female, and Malaspina had more male non-regulars than female (54% male).

Temporary contracts aren't just short-term stepping stones to regular status. 62% have been at UCFV for three years or less, but only 32% have been in the college system for less than three years, which suggests that they have moved around in the system without yet acquiring a permanent home. As the C-IEA

committee suspected, there are many people in the system who have been on temporary contracts for more than three years. Of the 12 colleges (562 respondents) for which data is available so far, 219 (39%) of respondents have worked at their present institution for more than three years. There were 19 of these long-service temps among UCFV's respondents; 10 of them have 4-5 years service, 5 have 6-9 years, and 4 have been here 10 years or more. It is not clear that the picture has changed much since the spring and summer hiring. (However, UCFV did have proportionately fewer "oldtimers" on temporary contract than other colleges: for instance, Capilano, Douglas and Kwantlen, EKCC, and Camosun all reported twice as many long-service temps as UCFV.) That's a long time to wait for regular status! Too long for it to be plausible to say that these people aren't quite "good enough" to be worth hiring permanently!

But not all temporary faculty are hoping for full-time work. Only 22 respondents do no paid work outside the college system. Of the remainder, 6 work up to 10 hours a week elsewhere; 7 work 11-20 hours elsewhere; 12 work more than 25 hours a week elsewhere. (12 did not respond to this question.) They do want greater job security and predictability in their work, but not necessarily full-time employment at the college. 50 respondents (84%) at UCFV want regular employment; 35 want full time and 15 want regular part-time. How do they interweave the demands of their different occupations? The survey did not investigate this; it's something we should examine, if the college needs part-

timers and part-timers want to stay part-time.

Most would be grateful if they knew whether they'd have work next term, and if they could be sure of finding out more than a week before classes start. 38 (64%) consider predictability of work more important than regularization, and 50 respondents (84%) consider that a continuing appointment is more important than additional work.

All the inequities in working conditions that were expected have emerged in the survey:

lower pay, lack of access to benefits, lack of PD and preparation time, inadequate office space and unequal access to facilities. These inequities vary considerably around the system. For instance, at UCFV, 80% have no pre-term prep time, the highest figure for the 12 colleges surveyed. CNC and Camosun had less than 20% of respondents with no pre-term prep time. The survey did not reveal details of the inequities--a follow-up study will compare the relevant contract provisions.

Moir Gutteridge

Report on C-IEA Human Rights Committee Meeting . . .

The October meeting of the Human Rights Committee opened with reports from the members. One recurrent issue at this meeting was sexual and personal harassment policies, since a number of colleges have been struggling with developing such policies. Problems encountered at other colleges include resistance to sexual harassment policies from administration (Selkirk College) and issues over who will mediate disputes (North Island College).

Saturday morning Susan O'Donnell, Executive Director of the B.C. Human Rights Coalition, gave us a presentation on human rights legislation. She reviewed for us the history of human rights legislation in Canada, the recent amendments to the B.C. Human Rights Act, and the procedures for filing a human rights complaint. I can provide a summary of this information if anyone is interested.

When asked specifically about harassment policies, Susan suggested instead that a harassment free work environment should be protected by the collective agreement. She cautioned against a movement to take rights out of the collective agreement and replace them with policies, saying "There is no such thing as right by policy." Policies not in the collective agreement are not legally enforceable, and give decision making power to the administration rather than holding the administration responsible for violations. Susan did, however, acknowledge the importance of a policy for investigating harassment complaints, and she stressed the importance of protecting the rights of the accused in the investigative process.

Members of the committee are to report back on the following questions at the February meeting:

How effectively have harassment complaints been dealt with at the management level? Does management need training?

What language do we have in our collective agreement pertaining to harassment?

Do we have sexual and personal harassment policies?

Where are we with respect to employment equity?

We have also been encouraged to have local Human Rights committees.

Jacalyn Snodgrass

Meet the FSA Executive . . .

Richard Heyman (First Staff Vice President)

Born in Reading, England, Richard attended UBC for four years, Capilano College for 2 years, and SFU for hundreds of years. Has been with the College since 1975, after working one year at a West Vancouver High School in their media department. Richard has been an indefatigable worker for staff at UCFV, beginning with the first contract negotiations committee. He also sits on the Equity Committee and on UCAC.

Pam Mercer (Second Staff Vice President)

A west coast woman born in New Westminster, Pam migrated to the valley thirteen years ago. An ex-realtor and ex-legal secretary, she is in the fourth year of her B.A. (English major). She has been a shop steward for three years, is on the Equity committee, and sits on the Equity Professional Development Day Subcommittee. Pam is very active in the UCFV WIN (Women's Issues Network), and on the Bachelor of Arts (Adult Education) Degree Committee.

Tom Davis (Second Faculty Vice President)

Tom resides in Hope, BC, and has been a math and science instructor in the Adult Basic Education department for the past 14 years. He received his B.Sc. at the University of Texas, holds a Texas and B.C. Professional Teaching Certificate, and is a Registered Medical

Technologist in both the US and Canada. He has chaired UCAC, been a school board chairman, and has been an active volunteer fireman for the past 16 years. Tom's interests include fly-fishing, backpacking, bee-keeping, wine-making, gardening and Kung Fu.

Bob Smith (Faculty Grievance Chair)

Born in California and emigrated to Canada in 1966, Bob completed his B.A. and M.A. through studies at University of California at Berkeley, Notre Dame College at Nelson, the University of Victoria, and Dalhousie. He worked in the Provincial Archives from 1972 to 1974, taught at Okanagan College, and began teaching History at Fraser Valley College in 1976. Bob has served as FSA President (2 terms), Contract Chair (2 terms), Grievance Chair (3 terms). A '49er fan since 1956, Bob has eclectic tastes in wine, film, books and periodicals.

Jane Antil (Staff Grievance Chair)

Jane was born and raised in Faribault, Minnesota, except for living one year in Slough, England, where her parents exchange taught. She went two years to the University of Northern Iowa, and two years to the University of Minnesota, graduating with a Bachelor of Science degree. Married the same week she graduated from university, she moved to Quincy, Illinois where she clerked criminal court for one year. Political events dictated the move to Canada in 1969. Jane became a Canadian citizen in 1976. Married to her husband Tom for 25 years, Jane has 4 children. Since arriving in Canada, Jane has lived in Vancouver one year, and Abbotsford-clearbrook 22 years. Staying out of the labour force for 11 years and being the typical helping mom at her children's elementary school, Jane began part-time work in 1980 and has done things as disparate as sell children's books, manage a restaurant, interview for Statistics Canada, and process income tax forms for H & R Block. Working at UCFV since 1987, Jane is College Activities Coordinator.

Germaine Baril (Joint Professional Development Committee Chair)

Originally from a francophone community in northern Alberta Germaine Baril obtained her B.A. from U of Alberta and then spent two years in France. After a stint of teaching at Mount Allison Univ. in New Brunswick, she obtained her M.A. at Wayne State Univ. in Detroit, and completed her Ph.D. at the University of Michigan.

From there she taught for a year at the University of Western Ontario, and then was Assistant Prof. and Director of Undergraduate French Studies at the University of Kentucky. She began teaching at UCFV in 1986, where she has participated in various committees and is presently the Chair of the Professional Development Committee.

Cheryl Isaac-Clark (Chair, Occupational Health & Safety Committee)

Cheryl was born in Winnipeg and grew up in Abbotsford. She earned a B.A. from SFU, and is currently enrolled in a Masters Degree Program in Adult Education Administration at Western Washington University. Cheryl began life at FVC as an outstanding philosophy student and student helper in the library under Faye Gallagher, and later worked in Technical Services, Instructional Media Services and Knowledge Network, Continuing Education as Program Assistant until her promotion to C.E. coordinator. A past Treasurer of the FSA, Cheryl has also been involved in the Access committee, and hosts News and Reviews Broadcast. With two of her four children playing hockey, Cheryl spends a lot of time in arenas. A member of the University Women's Club, she attends Greendale Mennonite Brethren Church, and just initiated a new community group of individuals who program for adults in the Abb/Chwk areas.

Moira Gutteridge (C.I.E.A. Non-Regular Employees Committee Representative)

Raised on the equator in Kenya (East Africa) - lions and all that - as a result, Moira is incapable of understanding or appreciating seasons. Her parents wouldn't let her go to art school, so she studied astronomy, physics and math before finding a home in philosophy. Before coming to UCFV, Moira delivered phone books, did freelance art, proofreading, copy editing, clerical work. She has taught in Adult Basic Education here, at Douglas and Kwantlen, and taught philosophy here and at Capilano. Moira is on the Learning Environment Committee; humanities rep. top Writing Across the Curriculum Committee. Has two sons, aged 24 and 20; the younger one is in art school. Moira likes cats, mountains, tropical vacations, science fiction, and anything that isn't good for her.

Dorine Garibay (J.C.A.C. Chair)

Dorine has been at UCFV since 1980, either as a student or staff member. While in the Library Technician Programme, Dorine worked in Public Services in the LRC as a work-study student. When

a "C" position became available in Technical Services, she was hired as the Acquisition Technician. During the lay-offs in 1985, Dorine was bumped and chose to take the Program Assistant's job in ESL. Previously the Staff VP for two years, she was also the staff representative for negotiations one year. Dorine's present job as JCAC Chair requires a three year term, so you'll see her here next year as well. Over the years, Dorine has continued to take courses, attend workshops and conferences, some related to her job, others out of interest.

Virginia Cooke (Past President)

Born in Denver, Colorado, spending her early years in Coos Bay, Oregon, Virginia moved to Canada in 1968--following a man to the ends of the earth--and became a passionate Canadian in 1975. Virginia took a B.A. (Hon) English at University of Oregon, followed by M.A. at S.F.U., finishing up at Queen's, Kingston for her Ph.D. She taught briefly at Queen's and Victoria College, University of Toronto, before heading home to the West and starting at UCFV in 1979. Actively involved in FSA, having been Contract Chair, Agreement Chair, President and now Past President, Virginia has been the Chair of UCAC and involved in the Access Committee, and in WAC. She has many interests but no time; and two enormous, sarcastic, energetic, recalcitrant teenage boys.

Cheryl Dahl (President)

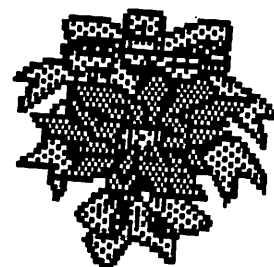
Born in Clausholm, Alberta and gained her BA in English at University of Calgary, Cheryl completed three years of graduate courses in Philosophy at UBC, and gained an MA in Communications at SFU. Before coming to UCFV, she worked in a variety of jobs, including grants manager for Vancouver Cooperative Radio, research associate for the Women's Research Centre, executive director of Westminster Community Legal Services, researcher for the Company of Young Canadians, and manager of the Calgary Cooperative Bookstore. In 1978, she began teaching at UCFV in Applied Communications before becoming Program Head of the new Media and Communication Studies Program. She has chaired UCAC for three years, and represented faculty on several other committees over the years. Cheryl lives with her daughter, Erin; her niece, Kara; her dog, Herbie, in the Republic of Yarrow.

Paul Herman (Communications Chair)

From San Diego, California, Paul Herman received his B.A. from the University of California at Santa Barbara and then attended the doctoral program at U.B.C.. After teaching at U.B.C. and Carleton University, Paul began teaching philosophy at FVC in 1975. He has served on the FSA Executive as Contract Committee Chair, Agreements Chair, Recording Secretary, Faculty Vice-President, and Communications Chair. In addition to his current Executive duties, he is Humanities Department Head, and sits on the Equity Committee, Arts Curriculum Committee, Learning Environment Committee, and Interdisciplinary Task Force. Paul lives in the Republic of Yarrow with Elly and their two kids, a mortgage, two cars, one cat, no dog.

The following Executive have no past:

Anne Knowlan (First Faculty V.P.),
Perla Werk (Contract Chair),
Ian McAskill (Agreements Chair),
Kathy Gowdridge (Treasurer), and
Diane Griffiths (Recording Secretary),



"The Canadian Jobs Strategy: Privatizing Our College System," Our Schools/Our Selves, December 1989. . .

Larry Brown is secretary treasurer of the 296,000-member National Union of Provincial Government Employees, and former chief executive officer of the Saskatchewan Government Employees Union. This article is based on a paper presented to a conference on Educational Retrenchment, Department of Sociology, University of Saskatchewan, March 1989.

In September, 1985, the federal government introduced a new training and job development program, the Canadian Jobs Strategy. The goals of CJS, the government claimed at the time, was to improve opportunities for Canadians to be trained for the job market: in the government's own words, to provide "help where it is most needed".

As it has turned out, the Canadian Jobs Strategy wasn't about jobs at all. It was a deliberate attempt to take decisions about what training programs will be provided--and even the delivery of such programs--out of

the hands of publicly-run community colleges and place them in the hands of private business. As such it is a major assault on the non-university post-secondary education system, and a frontal attack on the

fundamental assumption that education is a public responsibility.

In Canada it has been traditionally assumed that public institutions should be responsible for the funding, directing and delivery of education programs. And further, since the public was paying for this service through their taxes, there has also been a tradition of public accountability in education.

These twin traditions of public responsibility and accountability have particularly applied to the elementary and secondary school systems.

Officially, the same traditions also apply to the non-university, post-secondary system sector, which in most provinces is referred to as the community college system. In comparison to our universities, the community college system has lower tuition fees, its student body is taken more from the surrounding area, and its governing bodies tend to be more reflective of the local community.

In all ways, the community college system is supposed to be a public system-- publicly dealing with curriculum, with public standards and public credibility. That is now, however, how it's seen by the Canadian Jobs Strategy, which is now shifting job training funds and decision-making from the community college sector to the private sector.

What's The CJS Doing With Our Money?

Let's look at a little history. Before the Canadian Jobs Strategy, the federal government purchased "seats" in community colleges, and those seats were filled by students on various government-sponsored job training programs. In the three years since

the implementation of the CJS, direct purchase of community college seats have been reduced to 61% of what they had been-- in real dollars, that's a mere 50% of former purchases.

Where has the rest of the money gone? It's been given directly to employers, either to train workers for their specific needs or to purchase training for their specific needs, whether from community colleges or private-for-profit schools and training companies. With this money employers have complete freedom to buy what training they want. Neither the organization doing the training nor the specifics of the training offered need be approved by the government.

The consequences of this shift are clear. In some cases the training is of much less value. Last year, for example, the Parliamentary Committee on Employment, which reviewed the CJS, found that funds have gone to fast-food hamburger chains and to bars.

But even where workers are trained for jobs requiring some skills, the training is often much more employer-specific. Workers are increasingly trained to meet whatever needs the employer has at the moment, and the training is not transferable to other employers. If the employer's needs change or the employer decides to downsize, "trained" workers are left without the skills to find jobs elsewhere.

The Results of Privatization

In these moves there is no long-term planning for what skills are needed in a given community. Training is funded on an ad hoc basis--an instant response to the employer's immediate requirements, rather than a thoughtful approach to overall needs of the

community. Stability and consistency go out the window. And the public has no say in the process.

There is also no control over the specific kind of training being purchased. Any fly-by-night operator can set a Jane's CompuCollege and have access to public funds through CJS. When asked about this lack of control, the federal government responds that provincial governments monitor and accredit educational institutions. The simple fact is, however, that provincial governments don't have the resources to effectively look after these institutions. If a school "qualifies" provincially, that's all the feds need to know. Moreover, a diploma from Jane's CompuCollege is not verifiable or universally recognized. The plethora of diplomas and certificates handed out by schools of this ilk only cheapens the currency.

There is, as well, the attack on quality that comes with profit-making. The bottom line in this private training has to be in dollars and cents, with the result that good education will be squeezed, even in the better institutions. There will be fewer services, cheaper facilities, bigger classes and less pay for instructors. The impetus to reduced costs becomes even greater as these schools compete with each other for CJS dollars in a tight financial climate, and employers shop around for the best bargain. If a school goes bankrupt in the middle of a term, it's the students who are left in the lurch.

Finally, the CJS undermines public education by draining money away from community colleges, many of which are strapped for funds even without the losses from CJS. There have already been layoffs at colleges in several provinces, and more are to come if government further increases the proportion

of job training funds going to the private sector.

Forced by financial necessity, some of the laid-off community college teachers have gone to work for private-sector beneficiaries of CJS funds. What they find is that these

private schools are far inferior to the public institutions they left.

A Conservative Ideology

The shortcomings of the CJS have not gone unnoticed in the nation's capital. In March, 1988, the Commons Committee on Employment reported that major changes are needed in most aspects of the program: how the money is spent, who can qualify for training, and how the training is monitored. As Newfoundland Liberal MP George Baker put it: "This (program) was conceived in the back rooms of Ottawa by people who have no more touch with reality than I do with the Man in the MOON".

More recently, the Canadian Labour Market and Productivity Centre—a government-funded agency jointly operated by business and labour—recommended that "a strong commitment be made to the development of a coordinated National training strategy with a focus on the development of skills which are useful to more than one employer.

"What is perhaps most tragic about the CJS is that it comes at a time when the potential for job dislocation is at its peak.

Technological change, deregulation, more general privatization, mergers, and, of course, the Free Trade Agreement are leaving in their wake a workforce that is more vulnerable than ever before and more in need of universally recognized training and

education programs, which will allow workers to cope more effectively in a changing economy.

It's time the government listened to the truth about the Canadian Jobs Strategy. The CJS has to go. Canadian workers--and Canada itself--can't afford it.

Huck / Konopacki Labor Cartoons

Yes You CAN!

Now you CAN compete with Maquiladora Plants WITHOUT MOVING TO MEXICO!

Is your company seeking cheap exploitable labor but you can't afford to move out of the country? In Mexico, Maquiladora plants pay \$1 an hour to workers who live in cardboard shanties with slop holes in back for toilets. How can your workers compete with that? Let D.D.&J Economic Consultants tell you how!

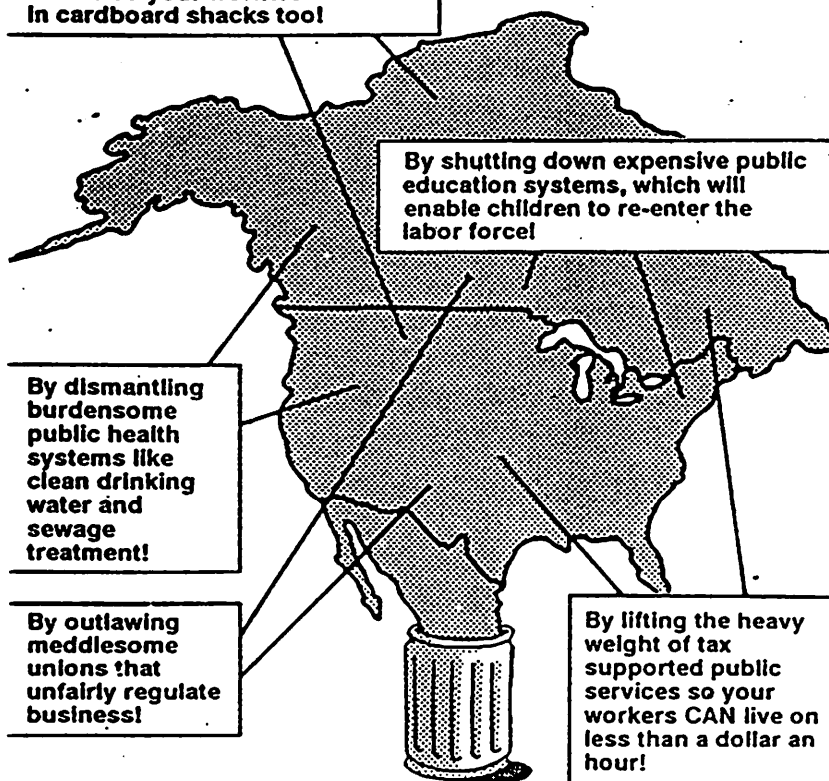
By abolishing repressive Building Codes so your workers CAN live in cardboard shacks too!

By shutting down expensive public education systems, which will enable children to re-enter the labor force!

By dismantling burdensome public health systems like clean drinking water and sewage treatment!

By outlawing meddlesome unions that unfairly regulate business!

By lifting the heavy weight of tax supported public services so your workers CAN live on less than a dollar an hour!



Compete with Mexico? Yes you CAN!

Degrade, Disparage & Junk
Economic Consultants
1600 Pennsylvania Avenue
Washington, DC U.S.A.

Committed to Trashing the North AmeriCAN Economy!

The Senator Stan Waters Memorial Prize

Mr. John S.P. Robson,
The Fraser Institute:

Below I am enclosing my entry to the Senator Stan Waters Memorial Prize for Economy in Government contest being run by your firm. I understand the grand prize is \$20,000.

My entry is inspired by an article by the Fraser Institute's in-house economist, Filip Palda, "Why Encourage Small Business?" featured in this month's issue of *Fraser Forum*. Among other things, this article roundly condemns the massive handouts of millions of dollars to small business by all levels of government (federal, provincial and municipal). Palda notes that programmes such as the Small Business Loans Act "are not a proven means of encouraging economic development," and that instead of stimulating economic growth "these handouts may simply have been pocketed by private firms."

Why stop with the Small Business Loans Act? By taking two simple steps, we could cut government expenditures by millions of dollars every year. I propose that 1) hidden government subsidies be ended by abolishing charitable tax numbers, and 2) federal, provincial and municipal grants be terminated forthwith.

The extent of the potential savings that could be derived from these two simple steps becomes clear if we examine the effect it would have on the Fraser Institute itself. The Fraser Institute is a registered charitable organization under the Income Tax Act, charitable #0438911-59. According to its annual T3010 returns, for the three-year period from 1986 through 1988, the Fraser Institute received \$645,979 in grants. For every dollar it received in membership dues during this period, the Fraser Institute received \$25.88 in government grants. During one year alone, 1987, government grants accounted for 24.6% of the Institute's total income. Talk about creeping socialism!

If anything, this understates the extent of the problem. For example, for the five-year period from 1986 to 1990, the Fraser Institute reported a total income of \$6,938,586. Of this, only \$92,665 was member dues — 1.3% of its total income. But a staggering 78.8% of its income took the form of government subsidies in the form of tax-receipted donations.

TABLE: Income Figures Synopsis, Fraser Institute, 1986-1990

	<i>Tax Receipts Issued</i>	<i>Membership Dues</i>	<i>Government Grants</i>	<i>Total Revenue</i>
1986	\$946,952	\$295	\$189,375	\$1,336,450
1987	729,109	-	294,789	1,200,701
1988	1,004,510	24,661	161,815	1,391,693
1989	1,181,982	34,285	-	1,492,708
1990	1,063,927	33,504	-	1,517,034
TOTAL	\$5,466,480	\$92,665	\$645,979	\$6,938,586

Source: Revenue Canada, *Registered Charity Info, Public Info. Return, T3010, 1986-1990*

Thanking you in advance, I remain,

Will Offley
Vancouver

FSA Executive 1992/93

President	Cheryl Dahl	4265
Past President	Virginia Cooke	4293
First Faculty Vice-President	Anne Knowlan	4277
Second Faculty Vice-President	Tom Davis	4248
First Staff Vice-President	Richard Heyman	4333
Second Staff-Vice President	Pam Mercer	4283
Grievance Chair (Faculty)	Bob Smith	2421
Grievance Chair (Staff)	Jane Antil	4583
Contract Chair	Perla Werk	4363
Treasurer	Kathy Gowdridge	4579
Recording Secretary	Diane Griffiths	4282
Communications Chair	Paul Herman	2421
JCAC Chair	Dorine Garibay	4581
JPDC Chair.....	Germaine Baril	4291
Agreements Chair	Ian McAskill	4299
Occupational Health & Safety	Cheryl Isaac-Clark	4576

C-IEA REPS

Status of Women	Jean Ballard-Kent	4363
Human Rights	Jacalyn Snodgrass	4308
Non-Regular Faculty	Moirra Gutteridge	4308

